

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan Template

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| Instructor: Allison Modaff | |
| Program/County: MSU/Rowan | Director: Eva Henderson |

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| Title: Reading in the Content Areas/ "The Great Depression" | Content area: Social Studies |
| Length of lesson: 1.5 hrs. | NRS Level (s): High Intermediate- High Adult Secondary |
| Standard(s) All students in this class will have a grade equivalency of at least a 6.0 on the reading TABE test. Students are expected to arrive on time and to be prepared for class. Students are expected to pay attention and not distract others. Anyone who misses three or more classes (for any reason) will not be allowed back in class and will have to wait until a new class session begins (classes run in seven-week cycles). | |

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| Lesson Objectives Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's taxonomy | At the end of this lesson, students will be able to: |
| | <ul style="list-style-type: none"> -Explain the significance of the Great Depression in the history of the United States. -Compare and contrast today's economy with the economy during the Great Depression (make connections). -Define terms such as "depression," "stock," and "boom." -Demonstrate an understanding of the previewing strategy. -Activate and build background knowledge of the Great Depression era. -Understand how our world today was impacted by the Great Depression Era and the New Deal programs. |

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| Assessing mastery of the objectives | <p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <ul style="list-style-type: none"> -What is previewing, and what are we looking for when we preview a passage? -What do I already know about the Great Depression? -After reading the lesson, what is something I learned that I did not know previously? | <p>The means of assessment and check for understanding will be:</p> <p>At the end of this lesson, I will simply ask students to tell me what “previewing” is. We will continue to practice this strategy in future classes by previewing lessons together and independently. Similarly, I will ask them at the beginning of class what they already know about the Great Depression, and we will build on that knowledge during the lesson. This is something we will do in future lessons also so that students get in the habit of doing this when they read independently.</p> |
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| Pre-Teaching | <ul style="list-style-type: none"> • How will I introduce the objectives? • How I will make a connection between the content and my students and engage? • How I will draw on prior knowledge? • How will I provide purpose for using the strategy and reading the selected text? | <p>-I will introduce the objectives explicitly. I will introduce activating and building background knowledge by putting a quote by Herbert Hoover on the board ("The supreme purpose of history is a better world"). Students will write a quick response to this quote, using the following questions as writing prompts: "Do you agree or disagree with this quote? Why or why not? What is the purpose of history? What is its value?" . We will discuss what they wrote and I will ask students who Hoover was (31st President of the U.S., from 1929-1933, during the Great Depression.) I will also ask them what comes to mind when they hear the word "depression," and "Great Depression." We will discuss briefly what the Great Depression was and I will ask them if they knew anyone who lived during this era. I will tell them explicitly that what we are doing is activating their prior knowledge.</p> <p>-I will make a connection between the content by comparing the economy during the 1930s to the economy today (this is also activating their prior knowledge/building on knowledge). For example, today the unemployment rate is around 9.5 percent. During the Great Depression, it was 25 percent. Hundreds of thousands of families lost their homes, and many went hungry because they had no money to buy food. They had no food stamps or Social Security.</p> <p>-I will draw on prior knowledge by doing the things I mentioned in the first section.</p> <p>-The purpose of the strategies is that they will help students improve their reading comprehension skills, which will aid them in passing the GED and other tests. Previewing and activating and building background knowledge will help students better understand what they are reading and will save them time when taking a test.</p> |
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| <p>Instruction/Modeling</p> <ul style="list-style-type: none"> • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? <p>Guided Practice</p> <ul style="list-style-type: none"> • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are <i>“getting it”</i> during the lesson? | <p>After we have activated our prior knowledge and have hopefully gotten students engaged in the lesson, we will now build on their knowledge. We will build on their knowledge by reading Lesson 4, “The Great Depression” in Steck Vaughn’s <u>Building Strategies for GED Success: Social Studies</u>.</p> <p>I will tell students that previewing is a strategy they can use every time they read, whether it is on a test or on their own when reading for pleasure. I will compare “previewing” when reading to watching movie previews, and talk about how they are similar. I will describe previewing by comparing it to a movie preview; when we see a movie preview, we just see the highlights, not every little thing that happens in the movie. When we preview something in print, we just look at the highlights, too- at the title, subheadings, pictures, words in bold, etc., just to give us a quick idea or overview of what we’ll be reading. Previewing gives us an idea upfront of what we’ll be reading about, so it helps us make predictions about what we’ll be reading and helps us better understand what we’re reading. I will model previewing one page of the lesson, saying things such as: “The title tells me that this lesson is about the Great Depression, and I know from what we just discussed that this was a time period that...,” “I remember seeing a movie recently that took place during the Great Depression. It was called “The Grapes of Wrath,” “Although I wasn’t alive during the Great Depression, my grandparents lived during the Great Depression,” “I notice there are lots of vocabulary words on this page- I’d better look at those, because I might have a question about them later,” “I also notice a picture (read caption)- how sad!” “I also notice some dates- 1920s and October 29, 1929- and another number- 74 billion dollars...” As for activating and building background knowledge, I will tell students that when we preview a lesson, we should also be thinking about what we know about that topic, and what we would like to know more about.</p> <p>-I will engage students in the text by relating this time period to their lives today (making connections).</p> <p>-We will practice previewing the second page of the lesson together. We will discuss the text they are previewing to make sure they grasp what they are doing. (As for activating and building background knowledge, I will discuss with them what they already know about the Great Depression at the beginning of class, and at the end of class I will ask them what they have learned to check for their comprehension.) Also, previewing and activating/building background knowledge are two strategies that we will practice in nearly every class session, so students will get lots of practice and I can make sure they understand these strategies.</p> <p>I will ask students what they looked for when they previewed the lesson. I will also observe them while they are previewing to make sure they really are previewing and are not reading every single word. I will use discussion to make sure they understand activating and building background knowledge- if they at least attempt to recall something about the Great Depression era, then I will know that they are trying to activate prior knowledge.</p> |
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| | <p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? | <p>Students will preview the third page of the lesson independently. Then, they will read the entire lesson silently and answer the questions at the end. After going over the questions, we will look at pictures of Hoovervilles that I will pass around (this will help build more knowledge of this time period). Also, I will provide students with handouts copied from the book <u>We Interrupt This Broadcast</u> and we will listen to a recording of the new announcement that President Roosevelt had died (again, this is building background knowledge in U.S. history). Students will also practice previewing and build their knowledge when we do Internet research (each student or group will be assigned a New Deal program, such as Works Progress Administration; National Labor Relations Act (also known as Wagner Act); National Youth Administration; Social Security Administration; and Fair Labor Standards Act, to research and report back on).</p> <p>I will model these strategies (previewing and activating/building on prior knowledge) and will remind students to use these strategies on their own during future classes. Hopefully after students have been in my class for 14 sessions, they will feel comfortable previewing and activating/building on their background knowledge on their own each time they read.</p> |
| Post-teaching | <ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? | <p>I will review with students what they should do when they preview. I will also ask them what it means to activate and build on their background knowledge. Also, the questions that I will have students answer in the book will help check for understanding.</p> <p>I will praise students' efforts and will tell them that we will keep practicing these comprehension strategies. With enough practice, students will see a real difference in their comprehension skills. They might even find that they enjoy reading more.</p> |
| Text and Materials | <ul style="list-style-type: none"> Authentic Based on students interests and goals | <p>Steck-Vaughn <u>Building Strategies for GED Success: Social Studies</u></p> <p><u>We Interrupt This Broadcast</u> by Joe Garner, CD narrated by Bill Kurtis</p> |

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| How learning can be extended at home? | Previewing and activating/building on background knowledge can be practiced anytime we read. Students can build on their knowledge of the Great Depression by visiting the local Kentucky Folk Art Center exhibition: "This Great Nation Will Endure: Photographs of the Great Depression" from the Franklin D. Roosevelt Presidential Library and Museum. |
| Key vocabulary | communicate; boom; profit; stock; stock market; depression; New Deal; propose; Social Security |
| Use of technology (if appropriate) | CD player, the Internet |